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| **Common Core Strand** | **Cluster** | **Standard** | **Learning Targets**  5th Grade ELA Curriculum Map – 1st Quarter | **Resources** | **Academic Vocabulary** | **Essential Questions** |
| **Reading - Literature** | **Key Ideas and Details** | RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. **On-Going** | - I can accurately quote from a text. RL.5.1 - I can draw inferences when reading. RL.5.1 | A Packet for Mrs. Jewls, A Royal Mystery, Double Dutch, Elisa’s Diary, Quest for the Tree Kangaroo, Old Yeller | Quote, accurately, inferences, | What do good readers do? Am I clear about what I just read? How do I know? |
| RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. **On-Going** - Conflict/Challenges | - I can tell how characters  respond to problems. RL.5.2 | A Packet for Mrs. Jewls, A Royal Mystery, Double Dutch, Elisa’s Diary, Quest for the Tree Kangaroo, Old Yeller | Inference, summarize, theme, | What do good readers do? Am I clear about what I just read? How do I know? |
| RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. **On-Going** - Summarizing | -I can summarize a text. | A Packet for Mrs. Jewls, A Royal Mystery, Double Dutch, Elisa’s Diary, Quest for the Tree Kangaroo, Old Yeller | Explicit | What do good readers do? Am I clear about what I just read? How do I know? |
| **Reading - Literature** | **Key Ideas and Details** | RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). **On-Going** | - I can compare and contrast two or more characters, settings, or events in a story.RL.5.3 | Off and Running, Double Dutch, Quest for the Tree Kangaroo, Old Yeller, Storm Warriors (2), Cougars (2), Dangerous Crossing (2), We Were There, Too! (2), LAFFF (3), Darnell Rock Reporting (3), The Black Stallion (3),Tucket’s Travels (3) | Compare , contrast, settings, characters, interact | What do good readers do?Am I clear about what I just read?How do I know? |
| **Craft & Structure** | RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. **On-Going** | - I can understand figurative  language. RL.5.4 - I can understand similes and metaphors. RL.5.4 | Off and Running, Double Dutch, Quest for the Tree Kangaroo, Old Yeller, Storm Warriors (2), Cougars (2), Dangerous Crossing (2), We Were There, Too! (2), LAFFF (3), Darnell Rock Reporting (3), The Black Stallion (3),Tucket’s Travels (3) | simile, metaphor, figurative language, | What do good readers do? Am I clear about what I just read? How do I know? |
| **Craft and Structure** | RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. **On-Going** Story | - I can understand the structures of stories, plays and poems. RL.5.5 | A Package for Mrs. Jewl’s, | Chapter, scene, stanza, structure | Author’s choice; Why does it matter? What makes a story a “great” story? |
| **Reading – Informational Text** | **Key Ideas and Details** | RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. **On-Going** | - I can quote accurately from a text. RI.5.1 | Double Dutch, Quest for the Kangroo Tree, Everglades Forever, Storm Warriors (2), Cougars (2), Can’t You Make Them Behave, King George? (2), The Called Her Molly Pitcher (2), James Forten (2), The Dog Newspaper (3), The Black Stallion (3), Rachel’s Journal, (4), Lewis and Clark (4) | Quote, inference, explicit | What do good readers do?Am I clear about what I just read?How do I know? |
| RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. **On-Going** | - I can find the main idea. RI.5.2 - I can find how the main idea is supported by details. RI.5.2 - I can summarize what I have read. RL.5.2 | Double Dutch, Quest for the Kangroo Tree, Everglades Forever, Storm Warriors (2), Cougars (2), Can’t You Make Them Behave, King George? (2), The Called Her Molly Pitcher (2), James Forten (2), The Dog Newspaper (3), The Black Stallion (3), Rachel’s Journal, (4), Lewis and Clark (4) | main idea, details, summarize, | What do good readers do? Am I clear about what I just read? How do I know? |
| **Reading – Informational Text** | **Craft and Structure** | RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. **On-Going** | - I can understand science and social studies words. RI.5.4 | Double Dutch, Quest for the Kangroo Tree, Everglades Forever, Storm Warriors (2), Cougars (2), Can’t You Make Them Behave, King George? (2), The Called Her Molly Pitcher (2), James Forten (2), The Dog Newspaper (3), The Black Stallion (3), Rachel’s Journal, (4), Lewis and Clark (4) |  | What do good readers do? Am I clear about what I just read? How do I know? |
| RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. **On-Going** | - I can compare and contrast texts. RI.5.5 | Cougars (2), James Forten (2), We Were There, Too! (2), The Black Stallion (3) | Text structure, compare, contrast | Author’s choice; Why does it matter? What makes a story a “great” story? |
| **Integration of Knowledge & Ideas** | RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.  **On-Going** | - I can use texts to locate an answer or to solve a problem. RI.5.7 | Storm Warriors (2), Can’t You Make Them Behave, King George? (2), Tucket’s Travels (3) | Format, print source, digital source, efficient | In what ways does creative choice impact an audience? |
| **Reading – Foundational Skills** | **Phonics & Word Recognition** | RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. **On-Going** | -I can use phonics to help me read fifth grade words. RF.5.3 |  | Consonant  blend, long-vowel pattern, short-vowel pattern, root,  affix, prefix, suffix, syllable | How do sounds and letters create words? When a word doesn’t make sense, what can I do? What do good readers do? |
| **Reading – Foundational Skills** | **Fluency** | RF.5.4 Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. **On-Going** | -I can read fluently and  accurately. | Quest for the Tree Kangaroo (1), Old Yeller (1), Everglades Forever (1), Storm Warriors (2), Cougars (2) | Fluently, accuracy | How do sounds and letters create words? When a word doesn’t make sense, what can I do? What do good readers do? |
| RF.5.4 Read with sufficient accuracy and fluency to support comprehension. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.. **On-Going** | -I can read grade-level stories and poetry with accuracy and expression. | Quest for the Tree Kangaroo (1), Old Yeller (1), Everglades Forever (1) | prose, poetry, orally, rate, expression | How do sounds and letters create words?When a word doesn’t make sense, what can I do?What do good readers do? |
| **Writing** | **Text Types and Purposes** | W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.  **On-Going** | \* I can write a narrative piece with evidence of; character traits, setting, action, conclusion. \* I can establish a situation, introducing a narrator and/or characters. \* I can write a narrative with a sequence that unfolds naturally. |  | Narrative, narrator, sequence, concrete word, sensory detail, transition, conclusion | What do good writers do?  What’s my purpose and how do I develop it? |
| **Writing** | **Text Types and Purposes** | W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. **On-Going** | \* I can use dialogue, description, and pacing to develop experiences and events. \* I can use dialogue, description, and pacing to show the responses of characters to situations. |  | Narrative, narrator, sequence, concrete word, sensory detail, transition, conclusion dialogue, description, pacing, technique | What do good writers do?  What’s my purpose and how do I develop it? |
| W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. **On-Going** | \* I can use a variety of transitional words, phrases, and clauses to show the sequence of events. |  | phrases, clauses,transition, conclusion | What do good writers do? What’s my purpose and how do I develop it? |
| W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. d. Use concrete words and phrases and sensory details to convey experiences and events precisely.  **On-Going** | \* I can use concrete words and phrases as well as sensory details to best describe experiences and event. |  | concrete words, sensory details, convey, precise | What do good writers do?  What’s my purpose and how do I develop it? |
| **Writing** | **Text Types and Purposes** | W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. e. Provide a conclusion that follows from the narrated experiences or events. **On-Going** | \* I can provide a conclusion that follows the narrated experiences or events. |  | conclusion | What do good writers do? What’s my purpose and how do I develop it? |
| **Production & Distribution of Writing** | W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) **On-Going** | • I can produce clear and  understandable writing in a genre. |  | writing style, task, purpose, audience, coherent, organization, | Writing clearly: What makes a difference? Final product: What does it take? |
| W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on page 29.) **On-Going** | • I can use conferencing to help develop my writing.  \* I know the steps that lead to a good paper:- revising- editing - rewriting |  | revising,editing, conferencing, conventions, | Writing clearly: What makes a difference?Final product: What does it take? |
| **Writing** | **Production & Distribution of Writing** | W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.  **On-Going** | • I can use technology and/or keyboarding to produce a published piece of writing. \* I can use technology to interact and collaborate with others. \* I have the keyboarding skills which allow me to type a minimum of two pages in a single setting. |  | produce, interact, collaborate | Writing clearly: What makes a difference? Final product: What does it take? |
| **Research to Build & Present Knowledge** | W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. **On-Going** | • I can develop a research project with a variety of resources used for supporting information.  \* I can develop a research project that covers different aspects of a topic. |  | sources, investigation, aspects, topic | What do good researchers do? |
| **Writing** | **Research to Build & Present Knowledge** | W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. **On-Going** - Recall relevant information from experiences (Use with narrative writing) | • I can use prior knowledge to help me write. |  | relevant, paraphrase, summarize | What do good  researchers do? |
| **Range of Writing** | W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. **On-Going** | \* I can persevere and write over longer time periods so that I have time for research, reflection, and revision. \* I can use time efficiently, writing for shorter time periods for a range of tasks, purposes, and audiences. |  | research, reflection, revision, persevere | Why write? What do good writers do? |
| **Speaking & Listening** | **Comprehension & Collaboration** | SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. **On-Going** | • I can listen and speak in a group.\* I can come to discussions prepared by reading and studying materials. |  | collaborative, discussions, explicit | What makes collaboration meaningful?Making meaning from a variety of sources: What will help? |
| SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly. b. Follow agreed-upon rules for discussions and carry out assigned roles. **On-Going** | \* I can follow agreed-upon rules for discussions.\* I can carry out my assigned role during discussion. |  | role, discussion | What makes collaboration meaningful?Making meaning from a variety of sources: What will help? |
| SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. **On-Going** | \* I can contribute to the discussion by:- asking questions- responding to questions- elaborating on the remarks of others. |  | discussion, elaborating, responding, contribute | What makes collaboration meaningful?Making meaning from a variety of sources: What will help? |
| **Speaking & Listening** | **Comprehension & Collaboration** | SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. **On-Going** | \* I can review the key ideas  mentioned in a discussion. \* I can draw conclusions based on knowledge gained from the discussion. |  | conclusions, | What makes collaboration meaningful? Making meaning from a variety of sources: What will help? |
| **Presentation of Knowledge & Ideas** | SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on page 28 for specific expectations.) **On-Going** | \* I can speak correctly using proper grammar and language to communicate effectively with a variety of audiences and purposes. |  | adapt, proper grammar, communicate, effectively, audiences, purposes, formal, informal | What makes a presentation “great”?“What I say” versus “how I say it,” does it really matter? |
| **Language** | **Conventions of Standard English** | L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. e. Spell grade-appropriate words correctly, consulting references as needed. **On-Going** | \* I can spell grade- appropriate words correctly. \* I can use references to help spell words if needed. |  | references | What strategies can I use to spell words correctly? |
| **Language** | **Conventions of Standard English** | L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. - Sentence structure (subject/predicate to determine if sentence is complete or incomplete.) | \* I understand sentence structure and can determine if a sentence is complete or incomplete. |  | subject, predicate, complete, incomplete | How does the way I write my sentences affect the meaning, reader/listener interest, and style? |
| **Knowledge of the English Language** | L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. | \* I can compare and contrast the types English used in stories, dramas, or poems (e.g., dialects, registers). |  | compare, contrast, dialects, registers | How does the language in a story affect the meaning and overall effect? |
| **Vocabulary Acquisition and Use** | L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. **On-Going** | \* I can use context as a clue to the meaning of a word or phrase. |  | context clues | When a word doesn’t make sense, what can I do? How do I use what I know to figure out what I don’t know? |
| **Language** | **Vocabulary Acquisition and Use** | L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. **On-Going** | \* I can use reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to : - find the pronunciation of key words. - determine the precise meaning of key words and phrases. |  | reference material, dictionary, glossary, thesaurus, print, digital, pronunciation, precise, | When a word doesn’t make sense, what can I do? How do I use what I know to figure out what I don’t know? |
| L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.  **On-Going** | \* I can identify and generate: - synonyms- antonyms- homographs  \* I can use my knowledge of synonyms, antonyms, and homographs to understand each of the words. |  | synonym, antonym, homograph | When a word doesn’t make sense, what can I do?How do I use what I know to figure out what I don’t know? |
| **Language** | **Vocabulary Acquisition and Use** | L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). **On-Going** | \* I can use grade-appropriate general academic and domain-specific words and phrases.  \* I can use words and phrases to: - show order - compare and contrast - show relationships  (e.g.,: however, although, nevertheless, similarly, moreover, in addition). |  | academic vocabulary, domain-specific vocabulary, compare, contrast | When a word doesn’t make sense, what can I do? How do I use what I know to figure out what I don’t know? |